

## **CEC Standards For All Beginning Special Education Teachers of Early Childhood Students**

### **Standard 1: Foundations**

#### **Knowledge:**

- Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
- Trends and issues in early childhood education and early childhood special education.
- Law and policies that affect young children, families, and programs for young children.

**Skills:** None in addition to Common Core

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### **Standard 2: Development and characteristics of learners**

#### **Knowledge:**

- Theories of typical and atypical early childhood development.
- Effect of biological and environmental factors on pre-, peri-, and post-natal development.
- Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
- Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
- Impact of medical conditions on family concerns, resources, and priorities.
- Childhood illnesses and communicable diseases

**Skills:** None in addition to Common Core

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### **Standard 3: Individual learning differences**

**Knowledge:** None in addition to Common Core

**Skills:** Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

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### **Standard 4: Instructional strategies**

**Knowledge:** None in addition to Common Core

#### **Skills:**

- Use instructional practices based on knowledge of the child, family, community, and the curriculum.
- Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.
- Prepare young children for successful transitions.

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**Standard 5: Learning environments/social interactions****Knowledge:**

- Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.

**Skills:**

- Implement nutrition plans and feeding strategies.
- Use health appraisal procedures and make referrals as needed.
- Design, implement, and evaluate environments to assure developmental and functional appropriateness.
- Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.
- Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.

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**Standard 6: Language**

**Knowledge:** None in addition to Common Core

**Skills:**

- Support and facilitate family and child interactions as primary contexts for learning and development.

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**Standard 7: Instructional planning**

**Knowledge:** None in addition to Common Core

**Skills:**

- Implement, monitor and evaluate individualized family service plans and individualized education plans.
- Plan and implement developmentally and individually appropriate curriculum.
- Design intervention strategies incorporating information from multiple disciplines.
- Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

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**Standard 8: Assessment**

**Knowledge:** None in addition to Common Core.

**Skills:**

- Assess the development and learning of young children.

- Select, adapt and use specialized formal and informal assessments for infants, young children and their families.
- Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.
- Assist families in identifying their concerns, resources, and priorities.
- Participate and collaborate as a team member with other professionals in conducting family-centered assessments.
- Evaluate services with families.

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## **Standard 9: Professional and ethical practice**

### **Knowledge:**

- Organizations and publications relevant to the field of early childhood special education.

### **Skills:**

- Recognize signs of child abuse and neglect in young children and follow reporting procedures.
- Use family theories and principles to guide professional practice.
- Respect family choices and goals.
- Apply models of team process in early childhood.
- Advocate for enhanced professional status and working conditions for early childhood service providers.
- Participate in activities of professional organizations relevant to the field of early childhood special education.
- Apply research and effective practices critically in early childhood settings.
- Develop, implement and evaluate a professional development plan relevant to one's work with young children.

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## **Standard 10: Collaboration**

### **Knowledge:**

- Dynamics of team-building, problem-solving, and conflict resolution.

### **Skills:**

- Assist the family in planning for transitions.
- Communicate effectively with families about curriculum and their child's progress.
- Apply models of team process in early childhood settings.
- Apply various models of consultation in early childhood settings.
- Establish and maintain positive collaborative relationships with families.
- Provide consultation and instruction specific to services for children and families